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ABSTRACT

This health education guide for grade one is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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1983

health: grade one

interim guide

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to:		
1.1 Identify how each individual is special.	Plan a "special person" game.	Prepare a "peep" box and have each child take turns in poking his/her head out from a window cut in the large box. Have children discuss what they know about the peeper. Examples are: . child's name . where he/she lives . an interesting thing about the child (e.g., rides a bike) The peeper could tell about what he/she likes to do. For example: play hockey, play soccer, skip, ride a bike, care for a pet
	Discuss personal likes and dislikes.	Examples are: . people I care about . things I like to do . things I don't like to do . favorite pet, book, toy, food, sport
	Play the game, "Getting to Know You."	Have children take turns playing this game during the year. A child is selected as the special person of the day. The class will identify him/her

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		by name, and contribute positive characteristics that describe the special child's identity. Encourage each selected child to tell the class about his/her identity. For example, hobbies, special interests, places visited, favorite sports and games, abilities, cultural foods enjoyed, etc. Summarize each game by mentioning that while each child has a special identity, all children are special with similarities and differences physically, socially, emotionally, spiritually and culturally.
	Sing songs or read poems about being special.	See Teaching Aids for songs, "Be Your Own Best Friend" and "If You're Special."
1.2 Identify ways that children grow and change.	Discuss personal accomplishments and skills.	Have children name a variety of things they can do this year but couldn't do last year. Identify those tasks as those they can do well, can't do yet, would like to do better. Stress that children grow and change at their own rate. Some can do things earlier than others, and it is normal not to be able to do all things well all the time. Children will improve with practice, time and encouragement.
1.3 Recognize that individuals have similarities and differences.	Prepare an "All About Me" booklet.	Ideas for the booklet might be: . child's photo or sketch . thumbprint . people I care about . pets, books, toy . favorite places, sports, foods . pictures of tasks I did last year, this year . birthday . family members

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		See Teaching Aids for birthday candles pattern, and model family members.
	Name some characteristics that differ from person to person and some that are common to everyone.	Make a list of characteristics on the board. Examples are: . hair color . texture . length . skin color . freckles . dimples . handedness (left or right) . abilities . reading . riding a bike . singing . playing soccer . playing hockey . drawing Have children stand up when they think they possess a characteristic you name. Encourage children to recognize that each person is special and that no two people are identical in their characteristics and abilities.
	Look at pictures of a group of people and name ways people are alike and different.	Ask children to name common characteristics most people have: 2 arms, 2 legs, 1 head, 1 neck, 1 body, 8 fingers, 2 thumbs, 10 toes, skin, 2 eyes, 1 nose, 1

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		tongue, 20 teeth. Be sensitive to those with physical impairments when deciding to do this activity.
	Make a thumbprint and compare with those of classmates.	Have children work in small groups to make their thumbprints on pieces of paper or acetate. Encourage children to compare prints. Ask: . Does anyone have a thumbprint just like your? . Why? (Explain that no two people have identical thumbprints.) . What does this mean? (Each person is special and can be identified by his or her own thumbprint.) Show children two thumbprints on an overhead projector. Have them note differences in lines and whorls.
2.0 <u>Relationships</u> Students should be able to:		
2.1 Identify a variety of emotions that individuals experience.	Observe pictures of people's faces and describe how they might feel. Demonstrate a variety of facial expressions and body movements that indicate different feelings.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Read, listen, or sing about different feelings.	
2.2 Recognize that everyone experiences positive and negative feelings.	Discuss positive and negative feelings.	Stress that it is natural to have a variety of positive and negative feelings. Some examples are: fear, happiness, sadness, loneliness, anger, frustration, excitement, worry, pain, disappointment
	Sing a song about feelings.	For example: . "If you're _____, and you know it, clap your hands."
	Describe how a child might feel in imaginary and real situations.	Ask the children how they might feel when: . riding on a roller-coaster . catching a fish . receiving a pet . having a birthday . helping a friend
	Using puppets, have children act out a variety of feelings for the class to identify.	
2.3 Recognize that emotions can be handled in different ways.	Listen to a description of a situation that evokes the expression of a strong feeling and discuss different ways to handle the emotion.	Describe several situations to the class that involve the expression of a strong feeling (anger, sadness, loneliness, happiness, love). For example: . "David felt angry. Sarah refused to let David

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		take turns on the swing. David pushed Sarah off the swing and made her cry." Identify the problem. Ask: . How did David handle his anger? . How could he handle his anger? (Encourage children to suggest positive ways to act.)
	Use a puppet to express a strong feeling and to introduce discussion of the different ways that the emotion might be handled. Discuss a story or film that illustrates feelings.	While it is natural to have positive and negative feelings, children need guidance in dealing positively with emotions so that no one or no object is harmed.
2.4 Identify ways to get along with others.	Tell about enjoyable things to do with a friend. Describe ways to get along with others. Listen to stories and records about how to get along with others.	Prepare a friendship corner with soft, comfortable toys, pillows and several chairs, or a table and chairs. Have children assist in its design. Stress that caring, sharing, helping, loving, and being pleasant are important qualities to develop in getting along with others. Provide opportunities for children to experience positive feelings of life at school. Plan group activities that reinforce caring and sharing, helping and being nice.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify ways to become more responsible.	Discuss simple tasks and responsibilities children can do at home and at school.	Discuss tasks children can do to improve social, emotional and physical well-being. Examples might include: . combing hair, washing hands and face in morning and evening, washing before meals, washing after using the toilet, brushing teeth daily, eating three good meals daily, exercising and playing outdoors, sleeping eight or more hours, wearing clean underclothes daily, taking a daily bath, reporting illness, limiting sweets and salty snacks . helping others, following directions, accepting differences, trying to do a good job of tasks, controlling emotions, trying to do the best, thinking things through, asking for help
	List simple tasks that children can do to become more responsible for personal well-being.	Encourage children to check off on a simple chart those tasks they can do.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Discuss the importance of becoming more responsible for personal well-being.	State why it is important for children to learn to do tasks and assume responsibilities.	Children should be encouraged to carry out simple tasks and responsibilities that promote harmony at home and at school. As children experience success in completing tasks, they become more self-confident, more proud of their efforts and are more willing to try. This enhances self-esteem and motivates children to accept increasing responsibilities.
3.3 Initiate and demonstrate a responsible health behavior.	Select a responsible health behavior that promotes harmony at home or at school and practice it for a period of time.	Use this opportunity to encourage children to practice behavior that promotes <u>social</u> and <u>emotional</u> well-being. Suggestions are: running an errand, tidying up after playing, working with a friend, helping a friend, sharing, sharing thoughts and feelings

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Three basic senses are introduced in this unit. Children investigate each sense through experimentation to arouse curiosity about their bodies. The unit focuses on the location, appreciation of and care of each sensory organ, and ways to promote well-being.
1.0 The Senses: Touch, Smell, Taste Students should be able to:		
1.1 Identify objects using the sense of touch.	Describe the texture of objects, using the sense of touch, and differentiate between a variety of objects.	Explain that the senses of touch, taste and smell provide information about the world. Make a box with a variety of objects in it for investigation. Enclose the box, use a blindfold or have children explore a variety of items on a "Touch and Feel" tray comparing texture (or size, weight, number). Objects that could be used: . fur (soft, furry) . cellophane (crispy, thin)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. coil (cold, springy) . pine cone (prickly, rough) . shell (smooth, hard) . plastic (smooth, flexible) . twine (scratchy) . scouring pad (rough) . marble (smooth) . cotton (soft) For each item ask: . How does the object feel to you? Record words. . What part of your body do you use to help you find out how things feel? (hands, fingers) Make a chart of texture words.
	Select specific objects, using the sense of touch, and sort them into like groups.	Use a cardboard box to make a "touch box." Cut a large window in one end. Cut holes on the opposite end large enough for arms to go through. The child will stand behind the box, placing his/her arms through the holes in the box. Place objects inside the box. With the window facing a group of children, one child will be directed to locate a shell, pine cone, candle, fur, sand, wood block, styrofoam cup, crayon, rock or button, using just touch.
	Describe how specific objects feel with bare feet.	Have a "Foot Feel" tray. Ask children to take off shoes and socks and describe a variety of objects.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask: . How does the object feel to you? . What part of your body helps you to find out how objects feel?
1.2 Know common body parts that receive and interpret the sense of touch.	Name the parts of the body that are used for feeling and touching objects.	Explain that we feel with our skin (fingers, lips, tongue, arms, feet). Touch is a broad term for several senses--pressure, pain and temperature. Fingers have a greater concentration of nerve endings than the rest of the body. Some people do not have a sense of touch or may have a low threshold of pain. The skin has sensory receptors connected by nerves to the brain. Messages are sent to the brain by nerves and are interpreted by the brain, which causes an action.
	Observe pictures or diagrams of parts of the body that are used to interpret the world through touch. Draw a figure of a child and indicate parts of the body that interpret the world through touch.	
1.4 Recognize the importance of touch.	Name and discuss how body parts (hands, fingers, feet, lips, mouth, tongue, skin)	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	help children learn about the world through touch.	
	Discuss situtions that illustrate the importance of being able to touch and experience objects in the environment.	Explain that touch is a sense which helps us experience life. Touch - detects textures (soft, rough, wet, dry) - detects temperatures (hot, cold, warm, cool) - warns of danger: pain (sore throat, bruise, cut) - warns of excess pressure (tight belt or shoe)
1.4 Identify objects using the sense of smell.	Investigate a variety of airborn fragrances.	Spray or open a container of strong solution at the beginning of class. Ask the children to raise their hands when the scent reaches them. Ask: . What does the scent smell like? . Can you see the smell? . What part of the body detects the smell? (nose) . Name some smells that are pleasant/unpleasant. . Why does a cold or nosebleed interfere with ability to smell?
	Match picture cards with appropriate odors.	Collect pictures and mount them on filing cards. Collect samples that match the cards. Place samples of objects in containers with perforated lids (i.e.,

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		lemon, onion, chocolate, coffee, orange, peanut butter, vinegar, suntan lotion, vanilla, perfume, water).
	Compare a variety of odors.	Discuss: . Which odor did most children guess? . Which least? . Any unrecognized? (water, others) . Any recognized by all children? Develop vocabulary words such as unpleasant, pleasant, odor, odorless, sniff, sharp, fragrant.
1.5 Recognize the importance of the sense of smell.	Discuss the importance of being able to smell.	Explain that the nose makes us aware of many things around us. It is used to know odors, identify dangerous situtions, alert us to action, and identify certain foods, plants, animals, surroundings. Discuss the basic concept that we smell odors through our nose. Some things smell good (have a pleasant odor) and some things smell bad (have an unpleasant odor).
	Go on a field trip to a field, woodlot, zoo, barnyard, bakery, or factory and discuss distinctive odors.	
1.5 Know the parts of the body that receive and interpret the sense of smell.	Locate and describe the characteristics of the organ of smell.	Have the children observe a friend and point out the organ of smell. Explain that the nose has two openings, and that the inside of the nose has a moist lining with invisible parts that receive odors.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss how the nose uses special smell receptors to pick up odors.	Discuss that the nose has special smell receptors that pick up sensations. Nerves connect these receptors to the brain which tells us what we have smelled. Smell identifies objects and situations (i.e., smoke, burning toast).
1.7 Investigate objects using the sense of taste.	Participate in a tasting party and catalogue liquids into groups by taste.	Check for any possible allergies before doing food activities. Prepare liquids. Buy or make cotton-tipped applicators or use dropper. Give each child two double tipped cotton applicators. Dip one tip into a solution and swab over tongue. Ask children to describe the taste. Rinse mouth with water between tastes. Repeat using other solutions. Record responses of types of tastes by solution. Examples of liquids to taste include: . lemon juice . grape juice . bitter chocolate syrup or strong coffee . salt water
	Prepare a tasting party and identify foods that have distinctive flavors.	Explain that a combination of senses often is used to identify foods. Flavors of a food are perceived by taste and smell.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Let children taste a slice of banana without being able to see or smell it. Or, prepare a tasting party with several foods. Set out bite-sized pieces of a variety of foods that have distinctive flavors: pineapple, apple, banana, pickle slices, radishes, bitter chocolate shavings, strong tea, lemonade.
1.8 Recognize the importance of the sense of taste.	Discuss the importance of taste.	Explain that taste involves identification of flavors, using a combination of taste and smell. Likes and dislikes of foods are related to taste, smell, texture and culture. Discuss how children learn new tastes.
1.9 Know the parts of the body that receive taste stimuli.	Observe a friend's tongue and describe its characteristics.	Have the children note the bumpy surface of the tongue and the moist condition of the mouth. Explain that the tongue, as the organ of taste, is covered with bumps. Between the bumps are taste buds that respond to stimuli of sweet, sour, salt and bitter. As food and liquid move over the tongue, we can detect different tastes.
	Describe the location of taste areas of the tongue.	The children may be able to describe one or more taste areas (sour, sweet, salty and bitter) of the tongue from experiments in objective 1.6. See diagram of the tongue's taste areas in Teaching Aids.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Keeping Fit Students should be able to:		
2.1 Identify ways to care for the sense of touch.	Discuss safe rules to use when caring for the sense of touch.	The skin covering the fingers has a concentration of sensory nerves within it. Children should avoid: . touching hazardous chemicals or sharp objects . touching very cold objects with wet hands or tongue . pulling cords out of wall outlets . playing with matches . turning on hot water taps alone . touching very hot objects
	Discuss or demonstrate how to apply a clean bandage to a cut.	Simulate cleaning and bandaging a cut. Clean the wound with water or disinfectant, cover with a clean or a sterile bandage.
2.2 Identify ways to care for the sense of smell.	Discuss ways to care for the nose.	Stress the following cautions: . Do not smell unknown fluids. . Do not insert objects into the nose. . Blow the nose properly: - use tissues - keep mouth slightly open to reduce pressure while blowing - blow gently through each nostril
	Discuss how to stop a minor nosebleed.	Discuss the following procedure to stop a minor nosebleed: . sit child upright to prevent blood from running down the throat

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. apply cold (3-5 minutes) to the nose . pinch nostrils to stop blood flow . have child breathe through an open mouth
2.3 Identify ways to care for the sense of taste.	Discuss health care practices associated with the sense of taste.	Some examples are: . eat foods that are not too hot . eat slowly . chew foods thoroughly . do not taste strange foods or products that are harmful or unknown . brush teeth and tongue regularly . do not talk, laugh or "jostle" while chewing, to avoid choking
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Describe ways to promote well-being.	Answer questions about health habits.	See Teaching Aids, "My Health Routines."
3.2 Describe the importance of being responsible for personal well-being.	Discuss steps to follow if a child becomes ill at home or at school.	Discuss the importance of reporting any unusual feelings to a responsible adult.
	Collect pictures of children practicing personal health habits and describe how children look and feel.	Exercise, rest and sleep, good nutrition, relating with others, practicing hygiene habits contribute to a healthy body.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss how a person behaves when he/she is not sick.	Explain that a healthy child is lively, happy, full of energy, has shiny eyes and is friendly.
	Name some problems resulting from not caring for the senses.	Discuss the following examples: a cut may become infected; the skin might burn and blister, bruise or be scraped, freeze and blister, the eyes might sting and redden; the tongue might become sore if burned.
3.3 Know community resources that promote health of children.	Discuss community supports that help children keep well.	Some examples are: . teacher . family . doctors . nurses (public health and dental) Stress that regular health checkups at appropriate times save money, time and pain.
3.4 Demonstrate ways to improve and maintain physical well-being.	Record morning and evening school health routines for a period of time.	Help children practice health routines and record them on a simple chart at school. Stress the order of some routines: . wash, dress, eat, brush teeth . toilet, wash hands . play, wash, eat or rest
	Discuss goal statements that will improve physical well-being.	Encourage children to formulate goals for healthful living. Examples might include: . "I will wash my face and hands before eating." . "I will not taste anything that is unknown." . "I will protect my fingers from freezing by wearing warm mitts on cold days. . "I will play outside daily." . "I will sleep ten hours every night."

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought K-3, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg
1. Food Students should be able to:		
1.1 Identify sources of plant foods.	Match food samples to the appropriate location on a plant.	Make a large model plant or tree and post on the bulletin board. Bring pictures of fruits and vegetables and have children place items appropriately.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td>Name and classify food items from a variety of plants.</td><td>Make a large class chart as follows:
<table>
<tr><th>Root</th><th>Bulbs</th><th>Tuber</th><th>Stems& Shoots</th><th>Leaves</th><th>Flowers</th><th>Fruits</th><th>Seeds</th></tr>
<tr><td>carrot
turnip</td><td>onion</td><td>potato</td><td>bamboo
aspar-
agus</td><td>tea
herbs
mint</td><td></td><td>tomato</td><td>pump-
kin</td></tr>
</table></td></tr>
<tr><td></td><td>Make a rivet-person to represent a favorite food.</td><td></td></tr>
<tr><td>1.2 Identify animal food sources.</td><td>Sort pictures of foods that correspond to animal sources onto a large wheel.</td><td>Make a large table-sized wheel and divide it into six sections. Label the sections as follows: birds, cows, pigs, sheep, fish, other animals. Bring pictures of foods and food-producing animals.</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.3 Recognize that foods exist in a variety of forms.	Observe changes in a food during preparation.	Prepare a food in a variety of forms. Sample each form; for example: tomatoes--uncooked, juice (canned), soup, paste. Cook vegetables or fruit from the raw state or prepare a cooked cereal. Emphasize foods with low salt and sugar.
	Collect pictures of foods in a variety of forms to make a display, collage or mobile.	
	Select a food item and collect a number of different samples of it.	Have a variety of similar foods for children to sample; for example: bread--white, rye, brown, whole-wheat, sour-dough, triticale.
2.0 Food Classification Students should be able to:		
2.1 Recognize that foods are classified into groups.	Post pictures of foods onto a color-coded wall chart.	Prepare a large wall-sized circle to represent a food wheel. Divide it into four equal sections. Label and color sections as follows: . Milk and Milk Products - blue . Meat, Fish, Poultry and Alternates - red . Breads and Cereals - orange . Fruits and Vegetables - green

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Make a square to represent Other Foods (extras). Mount both food wheel and square on the wall to help children classify food pictures. Note examples of food items known as extras. Stress that extras do not provide a good source of nutrients.

Other Foods	Examples
Salty extras	catsup, soy sauce, mustard, pickles, salted popcorn, chips, pretzels
Sweet extras	sugar, syrup, honey, jam, jelly, pie, pop, chocolate, candy, chocolate raisins and nuts, fruit drinks, marshmallows, whipped topping, sugared cereals, commercial breakfast "treat"
Fat-rich extras	whipping cream, cream cheese, butter, mayonnaise, fried potatoes, donuts, bacon, potato chips and similar snack foods, chocolate bars, cream sauces, margarine, lard, salad dressing, shortening

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Observe and discuss a filmstrip on the four food groups.	
3.0 <u>Food Selection</u> Students should be able to:		
3.1 Plan and prepare a nutritious snack.	Plan and prepare a nutritious snack to be eaten at school or at home. Discuss food handling skills and safety rules for preparing a nutritious snack.	Brainstorm a list of nutritious snacks that belong to a food group. Refer to nutritious snacks in Dental Health unit. Demonstrate and discuss Food Safety Rules for each step. <u>Food Handling Skills</u> . clean hands . clean area . clean and safe tools (knife) . appropriate storage . serving etiquette <u>Presentation</u> . attractive . colorful . interesting shapes . a variety of textures . different sizes

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.0 Food Appreciation Students should be able to:		
4.1 Appreciate familiar and unfamiliar foods. (OPTIONAL)	Sample a variety of unfamiliar and familiar snacks and discuss.	Integrate objectives 3.1 and 4.1. Prepare a variety of snack foods for a tasting party. Encourage children to sample at least one bite of each food unless for medical reasons someone should not eat a particular food. Caution: Before doing this activity, send a letter home to parents to determine allergies and special diets.
	Complete riddles about food items.	
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Identify nutritional snack habits.	List ten favorite snacks and foods.	Have children rate favorites as either nutritious or "other" foods. Discuss special occasion snacks: . birthday, after school, before bed, out shopping, visiting relatives and friends

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.2 Recognize the importance of food selection.	Observe pictures of children with good health, and describe how they look. View a film showing the nutritional effects of foods on animals, and describe how the animals look.	Study prints: We All Like Milk" (Dairy Bureau of Canada).
5.3 Propose nutrition goals to improve health.	State goals to improve health.	Explain that a good snack is a representative of a food group and is low in sugar, salt and fat. Encourage children to make goal statements as follows: . "I will choose an apple instead of salted pretzels." . "I will select a raw fruit or vegetable instead of a chocolate bar."

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Identify primary and permanent teeth.	Observe a friend's mouth and note differences in primary and permanent teeth.	Explain that there are 20 primary teeth. At about age six, four permanent molars erupt behind the primary teeth. Characteristics of primary and permanent teeth vary as to color, shape and size. See diagrams of teeth.
	Count the number of teeth in a friend's mouth.	Provide a chart showing number of primary teeth and permanent teeth. You can assist the children to find six-year molars by counting back teeth from the center of the mouth. Number six is a six-year molar.
	Record name and date of children's tooth losses on a large smile or tooth poster.	Make a large picture of a smiling face indicating 20 teeth or draw 12 large teeth representing the months of the year. Mount them on the wall. Write the children's names on the appropriate tooth lost.
1.2 Know the functions of primary and permanent teeth.	Discuss the functions of primary teeth and permanent teeth.	Explain that primary teeth serve as guides to help position the permanent teeth. The variety of teeth is related to their function. Teeth function to cut, tear and grind food.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make a model permanent tooth necklace.	Use salt bead recipe or clay for modelling. Poke a hole in the top of the tooth before fully dry to allow for attaching a ribbon or cord. Salt Bead Recipe 2 parts table salt 1 part flour Mix salt, flour and water to dough consistency. Color may be added (food coloring or dry poster paint). Break off small pieces and form into tooth shaped beads. Pierce with nail and allow to dry over night. Turn if necessary. String through nail hole when dry. May be painted.
1.3 Identify the eruption of permanent teeth.	Observe the mouth of a child who has recently shed a primary tooth, and look for evidence of a permanent tooth.	See "The Teeth of a Six-Seven Year-Old Child," Illustration #2, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Observe a diagram and/or a natural tooth showing a resorbed primary root.	If convenient, have a child bring a tooth he/she has lost naturally.
	Locate the position and numbers of six-year molars and their characteristics.	Ensure that children wash their hands before this activity. Demonstrate how to use a tongue depressor to retract the cheek. Tongue depressors are available from the PHN or can be purchased at drug stores. See "The Primary Teeth," Illustration #1; "The Permanent Teeth," Illustration #16, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Listen to or compose poems about a loose tooth.	
2.0 <u>Environmental Factors</u> Students should be able to:		
2.1 Identify factors that contribute to dental decay.	Observe the process of decay in several materials.	The teacher can prepare the experiments or assist groups of children in setting up the following experiments. <u>Experiment I</u> Poke a hole in an unbruised apple and set aside for a few days. Cut it open and observe the extent of decay inside the apple. The decay process is slower in a tooth than in an apple. <u>Experiment II</u> Bring in a hardcooked egg and compare it to a tooth without decay. Place the egg in vinegar. After 24 hours, the shell will be soft. This is comparable to the first stage of dental decay. The inferences to be drawn are: . some acid solutions weaken materials; therefore, teeth should be kept clean . cavities in teeth develop slowly Factors that cause decay: . solutions that weaken tooth covering . germs that enter the tooth . frequent use of sweet, sticky foods

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Draw a diagram of a healthy and an unhealthy tooth, indicating most probable location of decay.	For diagrams of a tooth, see Teaching Aids. Obtain samples of decayed teeth from a local dentist or dental nurse.
	Discuss factors which influence tooth decay.	Examples to suggest are: . solutions that weaken the tooth enamel . sticky foods . sweet foods . poor dental care habits . inappropriate dental care . unattended oral injuries
3.0 Promoting Positive Lifestyle Practices		Lifestyle involves assessing present behavior, recognizing the need to improve it, knowing community supports, formulating goals to improve health practices and putting them into practice.
Students should be able to:		
3.1 Demonstrate a correct way to brush and floss teeth.	Act out a play showing how a toothbrush and floss remove food particles.	Assign roles of teeth, food particles, toothbrush and floss to children and have them act out a play.
	Simulate brushing and flossing teeth.	Cut an egg carton in half (lengthwise) to represent a row of teeth. Demonstrate a correct technique of brushing and flossing. Pamphlet: "Brushing and Flossing" (Manitoba Department of Health).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Show a film: "Toothbrushing with Charlie Brown" available from: . Department of Health Film Library . Dental Services, School of Dental Hygiene . University of Manitoba . Dental Services, Department of Health, 831 Portage Avenue, Winnipeg
	Brush, floss and disclose regularly at school.	Instruct the children in correct brushing technique. Disclosing will reveal plaque by pink coloration left on tooth. Encourage children to remove all remaining pink stains. Discuss the reasons for flossing and encourage children to try to floss. It is a difficult skill involving hand-eye coordination. Explain that teeth, gums, tongue should be thoroughly cleaned to remove plaque after meals and before bedtime or at least once a day. With the class, develop a weekly record of brushing and flossing.
3.2 Recognize community dental health helpers.	Discuss dental workers that children have used to improve or maintain dental health.	
3.3 Describe the importance of caring for the teeth and mouth.	Describe personal oral care practices.	Encourage children to brush at school and at home. Supervise brushing to ensure that it is thorough and that proper techniques are used. Discuss dentally safe snacks, frequency of dental cleaning, dental visits, dental hazards, dental products, hygienic care of toothbrushes.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the consequences of not caring for teeth.	Have children indicate strengths and weaknesses in caring for their teeth. Discuss consequences of neglect.
3.4 Propose short-term goals to improve oral health and put them into practice.	Discuss goals to improve dental health and put them into practice.	Have children discuss or complete these goal statements. . I brush _____. . I floss _____. . Snacks good for my teeth are _____. . I visit the dentist _____. . I will try to increase my milk group foods to four a day.
	Complete a booklet about improving dental health.	Have children prepare, in a tooth-shaped booklet, a weekly record of brushing, flossing and dentally sound snacks selected.

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments		It is advisable to review safety signs and symbols and hazards. See kindergarten section, objectives 1.3 to 1.6.
Students should be able to:		
1.1 Identify the components of an accident.	Discuss accidents that children have had and identify the components of one or more accidents.	Introduce components of accidents, such as hazard, risk, consequences, and describe examples of each. A hazard is an object or situation that can cause harm, such as broken glass. A risk is an unsafe behavior, such as running on broken glass. The consequence would be a cut. Discuss ways to prevent or reduce the likelihood of an accident. Stress that most accidents are caused and can be prevented.
	Discuss common accidents children have and the related consequences.	Examples of common accidents are falls, burns, bruises, scrapes, cuts, lost teeth, fractures. Some examples of associated consequences are pain, time away from school, medical costs.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.2 Know how to deal with common playground hazards.	Go on a hazard hunt to locate potential hazards on the playground, and discuss how to act safety around each hazard.	Common hazards are playground equipment (swings, slides, teeter-totters), stairs, glass, holes, uneven terrain. Discuss the consequences of risky behavior (running, pushing) around hazards and emphasize safe behavior. Explain that falls are one of the most common accidents young children have.
	Discuss potential playground accidents.	Brainstorm for common accidents and hazards. Guide the discussion to include hazards, risky behavior around each hazard, consequences and how to behave safely around each hazard.
1.3 Know how to deal with common school hazards.	Go on a hazard hunt within the school to locate potential hazards; discuss how to act safely around each hazard.	Examples of hazards and risky behavior are: . pushing at the water fountain . running in the hall . running on the steps
1.4 Know school bus safety procedures.	Discuss safe school bus procedures and demonstrate them.	Examples to discuss and practice: . loading and unloading from a school bus . crossing road with a school bus present . waiting for a bus . riding on the bus
1.5 Know the importance of using seat belts.	Discuss the importance of "buckling up" when in a motorized vehicle.	
1.6 Be aware of hazards in the home that can result in burns.	Point out potential hazards in a model home that can result in burns.	Use a doll house with various rooms to stimulate discussion; discuss potential hazards in each room.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explain that there are many things around the house that are dangerously hot and can cause injury unless care is taken. Encourage children to explain how to be safe around potential hazards.
1.7 Identify hazards in the home and how to behave around them.	Discuss hazards at home and discuss how to behave around them.	Brainstorm potential home hazards that occur in each of the following areas: . kitchen . bathroom . living room . bedroom . dining room . stairs
1.8 Know how to exit safely from a burning building.	Discuss safe ways of leaving a burning building and signalling for help. Discuss safety rules or steps in exiting from a burning house.	It is advisable to use activities from 2.2 and 2.3 here. Discuss rules to follow when practicing a fire drill. Five safety steps for exiting from a burning house are: . Get out fast; don't go back for anything. . Crawl under smoke. . Close door to slow the spread of fire. . Meet at a prearranged place. . Open the window and yell for help if trapped in a room. Encourage children to plan a home escape route with parents and carry it out. Discuss family plans at school.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Draw a picture illustrating the steps to remember for leaving a burning building.	
1.9 Know the consequences of playing with matches.	Discuss what can happen if children play with matches.	
	See a filmstrip on a match fire and discuss the consequences of playing with matches.	
1.10 Know safety rules to follow in the event of a burn and/or fire.	Discuss safety rules to follow in the event of a burn.	Stress that all burns should be brought to the attention of an adult. Explain that a minor burn can be treated by immersing the body area in cool water, but any burns covering a large body area require immediate medical attention. See Teaching Aids for burn prevention information.
	Practice safety rules to use if clothes catch on fire.	The three rules are: stop, drop, roll back and forth on the flame.
	Practice how to exit from a burning building or school.	
1.11 Demonstrate how to treat a simple burn correctly.	Discuss and practice how to treat a simple burn.	Some burns are caused by: . sun . hot water . splashed hot oil . hot electrical appliances . hot liquids being carried

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. pots tipped over . climbing on the stove . playing with matches . touching hot objects . using gasoline near flame
2.0 Promoting Positive Safety Behavior Students should be able to:		
2.1 Assess personal safety practices if clothes catch on fire.	Practice what to do if your clothes catch on fire.	The three rules are: stop, drop, and roll (back and forth on the flame). Each child should be assessed on the three steps.
2.2 Know the importance of practicing safe behavior.	Discuss how safe behavior affects health and the consequences of using unsafe behavior.	
2.3 Know how to contact help in an emergency.	Name safety helpers in the community and discuss how to contact each in the event of an emergency.	Stress that a child should always report an emergency to a responsible adult.
2.4 Propose safety goals that promote a healthy lifestyle.	State safety rules and practices. Make a drawing to illustrate safety practices.	Review safety practices to follow at home and school, playground, and in buses and traffic. Encourage children to state goals: . "I will not play with matches." . "I will stop, drop and roll if my clothes catch on fire."

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to: 1.1 Recognize how environmental factors influence total health.	Observe pleasant and unpleasant factors at school or in the community that influence total health.	Discuss how each factor might influence physical, social, emotional, spiritual or cultural health of a person. Examples to consider are: Pleasant Factors: bright; colorful; fragrant, fresh; uncluttered; clean; spacious; living things (plants, animals); non-living things; quiet; suitable temperature Unpleasant Factors: too bright or dim; drab; bad or musty smells; littered; dirty; cramped, over-crowded; smog, storms, trash; harsh, loud noises; too hot, too cold

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Observe pictures representing a variety of environments and describe how pleasant and unpleasant factors might affect total health. Go on a walk and identify places that are pleasant or unpleasant; discuss how they affect total health.	
1.2 Recognize how health habits can contribute to or prevent disease.	Role play poor health habits that can cause disease and correct each situation.	Discuss factors and habits that cause disease; i.e., dirty, crowded places and poor hygiene habits such as sneezing, coughing, using unclean articles, dirty hands, poor nutrition, and lack of rest and exercise.
2.0 Disease Prevention Students should be able to:		
2.1 Identify common signals of illness.	Discuss common signals of illness.	Examples of common signals are: . pain . nausea, vomiting . dizziness . headache . lack of appetite . fatigue . stomach ache . runny nose, ear, eyes . eyelids stuck with discharge . swelling or redness . pus, bruises, cuts . temperature change
	Role play how to report symptoms of illness.	Stress that common signs of illness should be reported to a responsible adult.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.2 Identify body defences that protect against disease.	Describe how the nose, mouth, ear, eye and the skin function as the body's first lines of defence against disease.	Organ — Organ Defences nose — mucus, hairs eye — lashes, tears, blinking ear — wax skin — intact covering mouth — saliva The defences listed above are considered the body's first lines of defence. Coughing and sneezing are reflexive defences.
2.3 Know positive health habits that prevent disease.	Discuss a variety of good habits that promote healthful living.	Examples of good health habits are: . using paper tissues when coughing, sneezing or blowing the nose and correctly disposing of them . washing hands before eating and after using the toilet . not using dirty dishes or common drinking glass . getting adequate sleep, regular meals, exercise . being cheerful . picking up objects that clutter an environment . keeping away from sick pets, persons
	Observe and discuss a variety of pictures depicting good and poor health habits.	
	Match the parts of the body with articles used to keep it clean.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make an art object to illustrate a health habit a child would like to practice.	
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify ways in which individuals can be responsible for an environment that promotes total health.	Design a pleasant corner in the classroom that promotes health.	
	Discuss ways that children can take responsibility for promoting a healthful environment, and why it is important to health.	Examples to suggest are: . keeping room tidy and pleasant . picking up garbage . keeping clean . following appropriate family health rules . reporting signals of illness to a responsible adult . reporting environments that may contribute to poor health to a responsible adult and planning ways to improve them
	Draw a picture of how a child takes responsibility for improving his/her environment.	
3.2 Know the importance of practicing positive health habits.	Discuss the importance of a variety of positive health practices.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 Identify community health helpers.	Describe ways in which the doctor, public health nurse, dentist, family, teacher, and custodian promote well-being.	Discuss the roles of the many kinds of community helpers who promote health.
	Describe a visit to a doctor, dentist or other health helper. Describe the characteristics of their work places. Research the role of each health helper.	If possible, arrange a class visit to a doctor's or dentist's office or visit the school nurse. Have children describe the waiting and examining rooms, noting factors that are pleasant. For example: color of the walls, books, pictures, music, fish tank. Discuss the importance of health helpers.
3.4 Propose ways to improve personal and community health and carry them out.	Suggest goals that promote healthful living and practice them.	Encourage children to state goals such as: . "I will keep my room tidy and pleasant." . "I will report signals of illness to a responsible adult."